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ABSTRACT

The materials in this manual include the activities and creative writing samples from a summer inservice writing skills workshop conducted for 32 teachers from seven school districts. The outlined writing activities cover a variety of topics that involve describing real and imaginary objects, naming objects in a newly created world, writing poetry using printed words from the newspaper, composing shopping lists for characters from children's stories, creating slogans for campaign buttons, and writing according to the forms used in obituaries, television guides, and advertisements. The manual also contains detailed lesson plans developed by the workshop participants, a discussion of the place of basic skills in writing, suggestions for evaluating student writing, a bibliography of teacher resources on writing, and ideas for expository writing that require using the community and school as resources. (MAI)

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WRITE? RIGHT!

A Shared Summer Curriculum Development Workshop dealing with the improvement of instruction in the area of Writing & Composition Skills - Grades 1-12. (Summer 1978)

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Bureau of Reading Education, State Education Department

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Arlington
Beacon
Kingston
Red Hook
Rondout Valley
Spackenkill
Wappingers

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Workshop Leaders, Program Instructors, Manuscript Editors, and Authors
Charles R. Chew & Sheila A. Schlawin

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WORKSHOP ACTIVITIES

EXAMPLES OF PRODUCTS

EXTENSIONS SUGGESTED BY PARTICIPANTS

I Starters

II Writing from Objects

III Writing from Newspapers

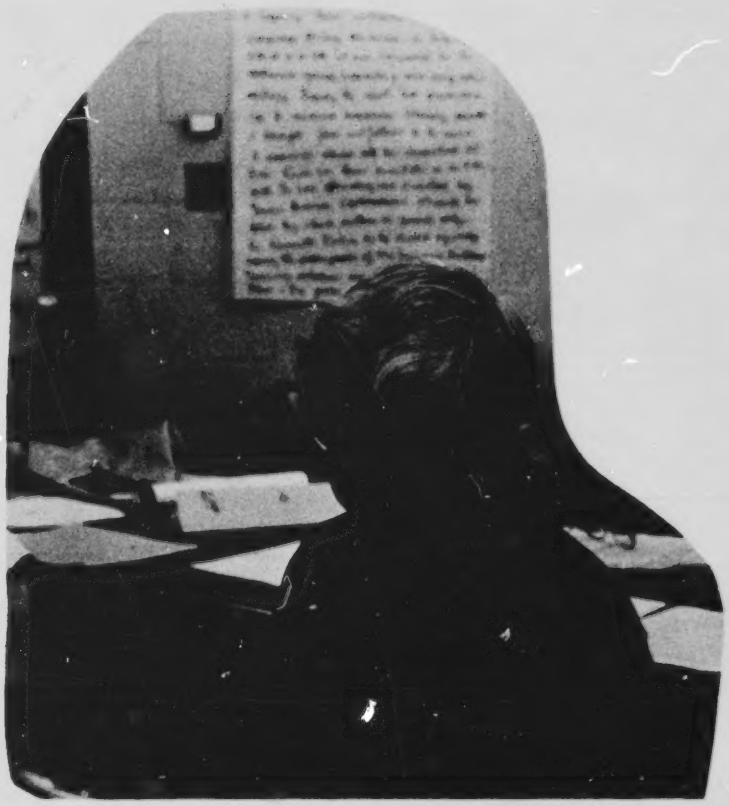
IV Writing from Literature

V Faces

VI Patterned Writing

VII Lesson Plans

VIII Afterthought



FOREWORD

The material that follows in this manual represents the creative talents of 32 teachers and administrators from the seven (7) districts that chose to participate in this project.

The summer (1978) activities were carried out as a major part of the Dutchess County BOCES planning for the Right to Read Project, which for 1978-79 has chosen Writing Skills as a #1 Priority.

The summer workshop was preceded by a series of "Writing Skill" in-service workshops that focused on such areas as: The Writing Process; Language Experience; The Bay Area Writing Project; The Weehawken Plan; Establishing a Writing Program; Evaluating a Program...

The summer experiences and this manual will be followed by a year-long program of teacher/staff development workshops for the staffs of buildings in the participating districts. The participants in the summer workshop and in the Bay Area Institute of 1977 & 78 will serve as the training cadre in the in-service program.

To support the entire project are the Right to Read Program; a mini grant funded for the purposes of staff training by our own BOCES Project trained instructors; and the dedication and commitment of staff from participating districts.

On behalf of the writers and users of this manual, I extend sincerest thanks to Charlies Chew & Sheila Schlawin of the Bureau of English Education for making it happen, and to Jane Algozzine of the Bureau of Reading Education for the authorization, approval and blessing that allowed it to happen.

Ken Kahn

THE WRITERS & THEIR SCHOOLS

This manual is the combined work of the teachers and administrators of the seven (7) participating districts and the inspired leadership of Charlie Chew & Sheila Schlawin who served as workshop leaders and manuscript editors.

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INTRODUCTION

Inservice programs should not necessarily be based on the fact that the Administration has designated the time and place for such programs. Nor should these programs be highlighted by exhortations, lectures, or catalogues of sins of omission and commission; but rather these programs should involve the teachers in actually doing activities themselves--activities that would interest children and at the same time help the children progress toward specific objectives. Participants should be involved in analyzing the skills being practiced in the activities, in developing new activities, and in sharing their expertise with each other. Participants should be made aware of the most current theory and research findings relative to the subject matter (composition) of the inservice program. In addition, inservice leadership should be a good model of teaching technique and strategy.

Janet Emig in her study, The Composing Process of Twelfth Graders, expressed concerns that students do not have an opportunity to compose aloud, to engage in prewriting activities, and to have frequent, inescapable opportunities for composing. In addition, she suggests that much of the teaching of composition is essentially a neurotic activity.

The Bay Area Writing Project suggests that teachers need more knowledge about the composing process and more practice in writing themselves.

To overcome these concerns and to meet these suggestions, the eight-day inservice program at the Dutchess County B.O.C.E.S. was guided by the following ideas.

Composing is a process.

Pre-writing is an essential ingredient of this process.

Students must have an abundant opportunity in the classroom to use language.

Writers are guided by a complex awareness of speaker, subject, and audience as opposed to a single set of language conventions.

Composing may be facilitated initially through a group process, but it is essentially an individual activity.

Writers need experience in different modes of discourse.

Students' writing should be evaluated primarily for thematic development, rhetorical and syntactic sophistication, and fulfillment of intent rather than spelling, punctuation, penmanship and length.

Opportunity for the writing experience must be guaranteed on a K-12 continuum.

Charles R. Char

Gloria A. Senkevitch

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I

STARTERS

Each day, the workshop began with a different short activity which served to group or pair people, to illustrate a point about the use of language, to produce a short piece of writing, and to stimulate discussion about the use of the activity in the classroom.

Questionnaires

The following questionnaire was used at the workshop:

Personal Scavenger Hunt

Instructions: Find a person in this group who fits each category. Write his or her name in the blank space. See if you can fill in each blank in ten minutes.

1. A person in this group whose birthday falls in the same month as mine is _____.
2. A person in this group who wears the same size shoe as I do is _____.
3. A person in this group whose mother or father is or was a doctor is _____.
4. A person in this group with whom I'd like to get better acquainted is _____.
5. A person in this group who has the same hobby as I do is _____.
6. A person in this group who has recently read the same book as I have is _____.
7. A person in this group who has the same number of brothers and sisters as I do is _____.
8. A person in this group who has lived for 10 years or more in another state is _____.
9. A person in this group whose favorite color is the same as mine is _____.
10. A person in this group who has traveled on vacation in the same area as I have is _____.

STARTERS

When the questionnaire was filled out, the participants were asked to find the person who had vacationed in the same area, read the same book, or had the same hobby, and together prepare a commercial for the vacation area, book, or hobby, and present the commercial to the entire group.

In the discussion that followed, points were made that

1. questionnaires could be adapted for use by elementary school children
2. questionnaires and interviews could be used to gather information for research papers
3. information from questionnaires could be tabulated or graphed, thus developing math skills
4. devising good questions is both a thinking and writing skill
5. either expository or creative writing could follow the use of a questionnaire
6. the writing could be done individually, or in pairs, or in groups

Couplets or Quatrains

Each person was given a card with one word written on it. Then each person had to find the person who had the rhyming word. The pair then had to write a couplet or quatrain, using the two words as end rhymes, to present to the group as a whole.

Here are a few of the couplets and quatrains written by the pairs:

1

Mother:
Her boyfriend is a lazy lout
He's after her money I have no doubt.

Father:
If ever I catch that dirty lout
He'll marry my daughter without a doubt.

2

What happened last night?
I'll give you a clue
I saw some pink elephants
In spaghetti bamboo

3

Man for centuries sought a cure
For the maladies of amour.

STARTERS

4

"Going somewhere with your kids"

Things go fine at first
Then they rediscover the thirst.

5

A hunter walked down a long trail
In search of the hard to find quail
While climbing a fence that was frail
He shot an old cow in the tail.

6

In a futile attemp to amuse
He sent his in-laws on a cruise.

7

What doth it profit a man to cheat?
He will only gaineth him defeat.

In the discussion that followed we argreed that

1. the activity could be used to teach word recognition and different spellings of the same sound.

2. it was easier to write a couplet with given words than to be given the assignment, "Write a couplet."

3. it was easier to work in pairs for the activity than it would have been to write alone.

4. the presentations were a valuable speaking and listening activity.

Zodiac

Each person was given a card with a symbol drawn on it. Four or five people had the same symbol. The group was then told that the symbols designated a new zodiac system. The people who had the same symbol were to find each other, decide on the name of the symbol, the dates the sign governed, the characteristics of the person born under the sign, and advice for that person today.

An example of the delightful results follows:

(This is one of the exercises that was used at the BOCES Leadership Training workshop, July 5--14, 1978. The above new zodiac symbol was given to a team of four, of which I was a member. We had to decide upon a name for our symbol, the date for the period of the sign, characteristics of people born under the sign, and the horoscope for the day. As you will note, we added a few extra details.)

One member of the group, a teacher from Beacon, decided that in this new zodiacal system our sign designated any period between two signs--the cusp. Therefore, our sign is the Cuspidor.

Characteristics of Cuspidorians:

Cuspidorians usually are the spitting image of one another.
They are well coordinated.
They always aim high.
They are apt to be very brassy.
They have an uncanny sense of humor.
They can expect to rate highly in intelligence.

Famous People Born Under the Sign of Cuspidor:

Gabby Hayes
Fu Man Chu
Chou En-lai
Oral Roberts

Favorite Day--Chewsday

Favorite Color--Green

Favorite Food--Enchilada

Favorite Bird--Hawk

Today's Horoscope

Try not to run at the mouth.
Don't get so mad you could spit.
Avoid people by the name of Chew.
Avoid projects you might think you could get your teeth into.
Give a donation to the Salivation Army.

Chewly yours,
Dennis J. Hannan

STARTERS

The activity could be used to

1. promote vocabulary development and word play
2. be varied for younger children by using pictures of animals, etc., and asking them to write a description or a story
3. be varied for older children by asking them to devise a zodiac system for characters in a story or novel
4. lead to expository writing on topics associated with astrology
5. lead to an assignment in which students compare their own characteristics with the supposed characteristics of people born under this sign.

Characters

The participants were asked to choose a literary character they would like to be at that moment in time if they couldn't be themselves. Each person in turn then explained who he or she would like to be at that moment and why.

The activity could be varied by asking people to choose

1. a historical personage
2. a tree, flower or vegetable
3. an animal
4. a car
5. an element
6. a part of speech
7. or any number of other things.

The activity involves statement and supporting reason and can be used for either speaking or writing.

Sentences

Each person was given a card on which part of a sentence was written. The sentences came from such varied sources as newspaper editorials, fairy tales, novels, and essays. Each person was asked to find the person who had the other part of the sentence and as a pair, write a sentence which could logically follow the given sentence.

Starting with the question, what helped you find the person who had the other part of your sentence?, points can be made about logic, cause and effect, tone, diction, style, punctuation, and sentence structure. A discussion of the sentence that was written to follow each given sentence could reinforce the same points.

STARTERS

Limericks

Each person was given a card with part of a limerick and asked to find the person who had the other part. The pairs then had to present the limerick orally to the rest of the group.

The activity involves speaking and listening as well as reading skills. Again, points can be made about the use of language. Naturally, the activity can be followed by writing limericks.

II

WRITING FROM OBJECTS

A

Objects

Objectives:

1. To practice thinking skills in
   a. observation b. singling out elements
2. To write definition and explanation

Each person is to put an object from his or her pocket, purse, person, or briefcase in the center of the group.

Turn over the card to see what to do next. Do NOT turn over the card until the objects are in the center.

As a group, imagine that you have a visitor from outer space who has never seen such objects before. The visitor asks what each object is and what its function is.

Decide on some method of organization and write a composition (one group composition) defining and explaining the use of the objects for an audience who has never seen such things before.

Brainstorm other writing activities which could be used to meet the stated objectives. Please record activities and signify grade level. Hand in your suggested activities for duplication.

Other Activities

1. Take any object. You are a salesman trying to sell an item to a tough customer. Point out details, advantages. (7-9)

2. Have an object, or make believe invention, and sell and promote your invention (eg) pet rock (7-9)

3. Observe an ant. Describe the ants' environment from his viewpoint. Tell what the ant calls objects in his environment, such as grass, sticks, dirt, other insects and his use of these objects.

4. Pick any object and "become" this object. Describe structure, use, experiences, sensations, reactions to stimuli around "you" (any level).

5. Draw a picture of the mental image of characters in story.

6. Pictoral cartoon of events in story.

7. Dramatize and video tape story.

8. Construct spaceship.

9. Possibly a parent could make a computer print out showing information from Space visitors.

II

WRITING FROM OBJECTS

A

Objects

Objectives:

1. To practice thinking skills in
   a. observation b. singling out elements
2. To write definition and explanation

Each person is to put an object from his or her pocket, purse, person, or briefcase in the center of the group.

Turn over the card to see what to do next. Do NOT turn over the card until the objects are in the center.

As a group, imagine that you have a visitor from outer space who has never seen such objects before. The visitor asks what each object is and what its function is.

Decide on some method of organization and write a composition (one group composition) defining and explaining the use of the objects for an audience who has never seen such things before.

Brainstorm other writing activities which could be used to meet the stated objectives. Please record activities and signify grade level. Hand in your suggested activities for duplication.

Other Activities

1. Take any object. You are a salesman trying to sell an item to a tough customer. Point out details, advantages. (7-9)

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5. Draw a picture of the mental image of characters in story.

6. Pictoral cartoon of events in story.

7. Dramatize and video tape story.

8. Construct spaceship.

9. Possibly a parent could make a computer print out showing information from Space visitors.

10. Read and tape record the story.

B

Objects

Objectives:

1. To practice the thinking skill of forming associations.
2. To write a composition in chronological order.

Each person in the group is to put an object from his or her pocket, purse, person or briefcase in the center of the group.

Turn over the card to see what to do next. Do NOT turn over the card until the objects are in the center.

As a group, develop a brief history for each of the objects, or choose one and develop a more elaborate history. The history may be factual, concerning the manufacture of the object, or imaginative, concerning the adventures of the object.

After your group has agreed on the history or histories, put the history in written form. (One composition for entire group.)

As a group, brainstorm other writing activities which could be used to meet the stated objectives. Please record activities and signify grade level.

At the end of the time period, explain your task and read your composition and suggested activities to the rest of the workshop participants. Hand in your suggested activities for duplication.

Other Activities

1. Take off on "Roots" - develop the "roots" of each of the objects and write a composition tracing these "roots" to the present time. (HS)

2. Pretend you were on a deserted island. Think of ways in which each item could be used as a means of survival. Write a composition describing how you were able to survive through the use of each item. (JH-HS)

3. Write on cards. Group - each one writes one item handled before coming to school.
   a. Write - chronological experiences of a student getting ready for school.

4. Each group member name one activity engaged in before going to bed.

5. Each group member draws object from box of items - chronological use of items.

6. Bring in something that appeals to one of the senses - form in group - write chronological story.

WRITING FROM OBJECTS

7. Each member names a character from different stories or history and write a story in chronological order of their meeting.

8. Followup - chronological account of own life - aware of time - Giving directions - for going someplace - making something.

C

Objects

Objectives:

1. To practice thinking skills in singling out elements, forming associations, and making generalizations.

2. To write an expository piece using classification.

Each person is to put an object from his or her pocket, purse, person or briefcase in the center of the group.

Turn over the card to see what to do next. Do NOT turn over the card until the objects are in the center.

As a group, discuss one or more ways the object can be classified and a justification for each method. All objects must be classified under the same system, for example, size, shape, use, material.

As a group, choose one system and write an exposition of the system and the justification for classifying the objects under that system. What sub classes do you need? What object goes in each sub class? (One piece of writing).

Brainstorm other writing activities which could be used to meet the stated objectives. Please record activities and signify grade level.

At the end of the time period, explain your task and read your composition and suggested activities to the rest of the workshop participants. Hand in your suggested activities for duplication.

Other Activities

1. Ask students to look at pictures of various animals, - classify - i.e. according to useful, domestic pets, wild, etc. How alike and different - this can be done with lists of other things.

2. List (2 or 3) of characters in literature - ask students to classify according to some scheme: i.e. how each faced adversity, how each tried to manipulate friends.

3. Have students read 3 or 4 essays on same subject - classify similar elements - i.e. opinion and persuasive, and then write own essay on same subject.

WRITING FROM OBJECTS

4. Pass around objects around table - to be touch, smelled, tasted, looked at, heard, and examined closely.

5. Each person write down thoughts as examining objects.

6. Share with others in group about properties of each object and whether properties are significant.

7. Each child may bring an object from home. Specify size limit.

8. Walk through steps of classifications before doing.

9. Taxonomy key - with classmates using characteristics.

n

Objects

Objectives:

1.) To stimulate divergent thinking in
a.) forming associations b.) solving problems
2.) To write a narrative in chronological order.

Each person is to put an object from his or her pocket, purse, person or briefcase in the center of the group.

Turn over the card to see what to do next. Do NOT turn over the card until the objects are in the center.

As a group, imagine a situation in which all of the objects could be used, and one or more characters who would use them.

Write a narrative in chronological order concerning the character(s) and the objects. (one piece of writing).

Brainstorm other writing activities which could be used to meet the stated objectives. Please record activities and signify grade level.

At the end of the time period, explain your task and read your composition and suggested activities to the rest of the workshop participants. Hand in your suggested activities for duplication.

Narrative in Chronological Order

Activities

1. Journey Motif - group of children or individual begins alone. Along the way, child is joined by "X" number of objects, animals, characters, etc., and all reach a common point.
Example: Wizard of Oz; Canterbury Tales

WRITING FROM OBJECTS

2. Narrative of daily activities in sequence.

3. How to do ___?___. Tie a shoelace.

4. Describe, sequentially, your journey from home to school or vice versa.

5. Place child in area of classroom, put obstacles in way; Students must write instructions which detail how student is to arrive at certain point in room avoiding all obstacles.

E

Objects

Objectives:

1.) To stimulate divergent thinking in
   a.) singling our elements b.) forming associations
   c.) solving problems
2.) To write a clear explanation of the use of the objects in an unusual situation.

Each person in the group is to put an object from his or her pocket, purse, person or briefcase in the center of the group.

Turn over the card to see what to do next. Do NOT turn over the card until the objects are in the center.

As a group, imagine that you have been cast away on a desert island. Brainstorm all the ways you could use the objects for survival and/or escape.

Then, as a group, decide on some method of organization and write an explanation of the uses of the objects in your imagined situation (one piece of writing).

As a group, brainstorm other writing activities which could be used to meet the stated objectives. Please record activities and signify grade level.

At the end of the time period, explain your task and read your composition and suggested activities to the rest of the workshop participants. Hand in your suggested activities for duplication.

Activities for Objects

- Priority of objects - can only keep one or two of them - which one(s) and why
- Composition on one object - how to use it.
- Which items would be least beneficial, and why?
- Pick one quality or category which all the objects share and explain.
- Use given objects in literary context or historical context.

WRITING FROM OBJECTS

- Use objects to set the scene (creating a play for example)
- In a given situation, what would be your greatest fear and how would these objects allay those fears - making associations.
- Suppose you're from another planet, what would these objects be used for?
- Two thousand years from now an archaeologist finds these objects.
- Take away one object from a given situation (from a school for example) what would happen?

F

Objects

Objectives:

1.) To practice the thinking skills of singling out elements and forming associations.
2.) To write paragraphs using comparison.

Each person in the group is to put an object from his or her pocket, purse, person or briefcase in the center of the group.

Turn over the card to see what to do next. Do NOT turn over the card until the objects are in the center.

As a group, decide how to pair the objects on some element each pair has in common.

Then as a group, write a paragraph for each pair, explaining what they have in common.

As a group, brainstorm other writing activities which could be used to meet the stated objectives. Please record activities and signify grade level.

At the end of the time period, explain your task and read your composition and suggested activities to the rest of the workshop participants. Hand in your suggested activities for duplication.

WRITING FROM OBJECTS

G

Naming

Your group is to try to imagine that you are in a newly created world. In this new world things do not yet have names; in other words, and apple is not yet called an apple; a word for what we now call a dog has not yet been invented. Like Adam and Eve, you are being presented with certain things to name. You know the functions of the things, but not the names. (Leader has prepared a box of objects.)

As a group, what word would you use to designate each thing and why would you use that word? (You may use any combination of sounds or a word now in our language.) Is the choice purely arbitrary or is there some attribute of the object associated with the word you select? Is there a metophorical or symbolic significance?

When you have finished naming the objects, discuss the process you went through. Did you have trouble disassociating yourself from the present word for the object? What thinking skills were involved? What ideas about languages occurred to you?

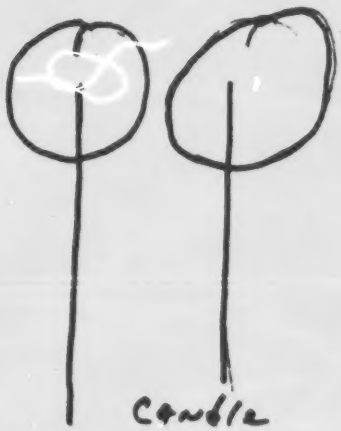
What learning activities about language could follow this exercise? What writing activities?

New Language - Applications

1. What you might have called objects as a child
2. Give unfamiliar objects - tell their use -ask students to name them
3. Limit range of name choice by color - size - sense
4. Lead to discussion of etymology
5. Draw a new object - tell its use and properties and name it
6. Write sentences or story using the new names
7. After objects are named, group hides them and distributes new names - objects must be found (Scavenger hunt).
8. Give students sentence containing one new word name. Ask students to guess what it might be
9. Dictionary of new words
10. Game - student leaves room - one object removed. Student returns and must identify missing object using new name
11. Science - use apparatus and materials to be renamed
12. Roots - study source of family names

WRITING FROM OBJECTS

13. Allow kindergarten children to develop a collage from junk. Give the collage to an upper grade student to name and describe in writing. Have the writer read the piece to the kindergarteners.

Written	Pronounced	spelled in our alphabet
 candle	glō glō	gloglo
TL screwdriver	tī lū	telo
Λ :: ⋿ Bell	kum hēē'	kumhee
⊙ ≤ ⋿ nail polish	Nā shē	nashe
— ' ʃ Toothpick	wōō'ger	wooger
,,,, TΛ Toothbrush	spru tū'	sprutu

III

WRITING FROM THE NEWSPAPER

A

Language Development Exercise

Objectives: To develop a vocabulary sufficient to express concepts
To handle standard conventions of language

As a group make an alphabet chart. Find a word for each letter of the alphabet from the newspaper and make a chart on the paper provided. Be prepared to show it to workshop participants and to explain how this activity could be used in the classroom.

Variation of activity suggested by workshop participants:

1. Alphabetizing
2. Classifying parts of speech
3. Picking out proper nouns
4. Finding singular and plural nouns
5. Add suffixes or prefixes to words on chart to change meaning or part of speech
6. Select the words that can be either nouns or adjectives
7. Categorizing words
8. Divide words on chart into syllables
9. Find synonyms and antonyms for words on chart
10. Place the place names on an outline map.

B

Charts

Objectives: To use the skill of classifying
To practice various language skills

A. As a group, select two different parts of speech such as adjectives and adverbs. From the newspaper headlines, cut as many examples of these as can be found. Make two charts for the two parts of speech and paste the examples on the appropriate chart.

B. Prepare to show the charts to the workshop and to explain a number of activities in the classroom which could be based on this activity.

Skills involved and additional activities:

1. Alphabetizing
2. Using guide words
3. Use of dictionary
4. Categorizing
5. Skimming
6. Have students use words in sentences or stories
7. Have students list synonyms and antonyms.

WRITING FROM THE NEWSPAPER

C

Language Treasure Hunt

You are going on a language treasure hunt in the newspaper. Find the following:

1. 3 nouns
2. 3 verbs
3. 3 adjectives
4. The use of a question mark
5. A typographical error
6. A compound word
7. A word which starts with the letter X
8. A modernized spelling

Mount your findings on a large piece of paper and label.

At the end of the workshop session, report on the activity and the language skills involved.

What writing activities could follow?

Suggested additional activities:

1. Check students' original work for typographical errors.
2. Class: Function of words - justify nouns as nouns.
3. Writing newspaper article using some given words.
4. Knowledge of specific practices of paper, such as breaking of words irregularly so as to have even margins.
5. Check previous essays for items on treasure hunt list.
6. Classification: Collect nouns from class and categorize.
7. Make up modernized vocabulary.
8. Examine headlines to see which appears more - nouns or verbs.
9. Create their own headlines from given nouns and verbs.

D

Dictionary

Objectives: To practice the thinking skills of singling out elements, forming associations, forming abstractions, and making generalizations
To write specialized definitions

Clip words from newspaper headlines and define them to make a skeptic's, or pessimist's, or an optimist's dictionary.

Write the definitions in character for the assumed personality.

What other activities could be used to teach the writing of definitions?

Report your task, your definitions, and further activities to all of the workshop participants.

DICTIONARY IN TEACHER'S HANDBOOK
(PESSIMISTIC PROPOSAL)

attack warns

attack v. done by parent to teacher at Open House.
n. found on teacher's chair at day's end.

battle n. normal interaction between teacher & child

crime n. lunch duty, bus duty, recess duty, etc.

demands n. normal requests by administrators, principals, parents, PTA.

drawbacks n. salary, pension & other fringe benefits

fail v. to get point across to students

fights likely n. rainy day, class party, substitutes

'high risk' n. 1. leaving your class to go bathroom 2. indoor recess 3. driving school bus

Inflation n. 1. class size 2. teacher responsibility

long n. MONDAY

Prop. 13 n. 'DOOM'

Stale n. 1. cafeteria lunches 2. faculty meetings

suspicious n. state ed. cars in parking lot

Turmoil n. 1. assembly 2. dismissal 3. classroom animal

warns v. threatens

WRITING FROM THE NEWSPAPER

Suggested variations:

1. Sports dictionary
2. Career dictionary
3. Emotion dictionary
4. Development of students' own dictionary
5. Writing definition first, then checking dictionary for exact meaning
6. Guide words
7. Alphabetical order
8. Root words
9. Abbreviations
10. Prefixes and suffixes
11. Synonyms, antonyms, homonyms
12. Parts of speech
13. Special meanings
14. Pronunciation key

E

Messages

Objective: To practice the following skills of organization and development -
a. bringing ideas together for coherence
b. choosing appropriate diction

As a group or individually, devise, using words clipped from newspaper headlines, a message which tells something about your personality, or an excuse for not grading papers, or a message to your administrator.

The group who did the activity put a message to their administrator in the form of a diamonte.

Education
Responsive, Professional
Continuing, Moving, Understanding
Child, Administrator, Teacher, Librarian
Guaranteed, Organized, Revised
Highgrade, Productive
Writers

F

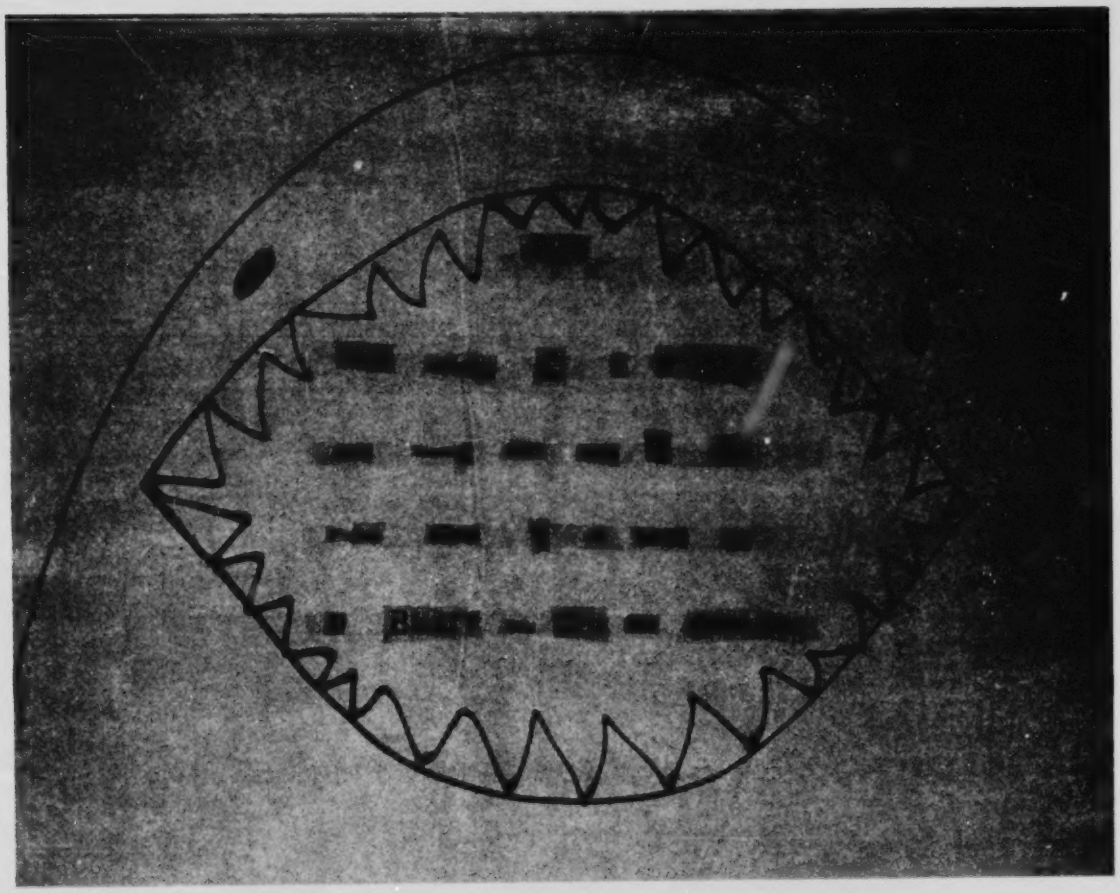
Poems from a Newspaper

Objectives: To foster vocabulary development
To practice thinking skills of forming associations, forming abstractions, solving problems
To form an interesting statement out of given elements

WRITING FROM THE NEWSPAPER

Clip interesting words from newspaper headlines--medium size headlines work best. Then, as a group, decide on an arrangement of the words that would make an interesting poem. Do not be too easily satisfied. When you have decided on a final arrangement, paste the words on a large sheet of paper to be read to the rest of the workshop participants and displayed. Do more than one if you have time.

The group created the following poem from words found in newspaper headlines:



Ideas:

1. Have children write sentences with words from the newspaper
2. Have blanks in sentences or poems for children to fill with words from newspaper headlines
3. Display a picture and ask children to find words from newspapers to describe it.

G

Itinerary

List all the place names mentioned on the front page of one newspaper.

Using an atlas, as a group devise an itinerary which would take you to all of the places mentioned.

Suggest the means of travel for each lap of the itinerary and the reason for choosing the particular means.

If possible, suggest a literary association for each place.

If possible, suggest a particular sight to see or a particular activity (keep it clean) for each place.

Are there any places it would be advisable to omit at this time?

As a group, suggest ways that the activity could be extended for additional writing assignments. What resources would be needed? What skills are involved?

At the end of the time period, report to the rest of the workshop participants.

The group who did this task produced a most imaginative product, imagining themselves as secret agents being sent thither and you. At the end of their report, they appended the following diamonte:

WRITING FROM THE NEWSPAPER

Itinerary
Dangerous, Supersonic
Sampaning, Flying, Railroading
Search, Anxiety, Double Vision, Montezuma
Mission

Extended writing assignments from itinerary activity:

1. Keep diary or journal of the trip.
2. Write cinquains, haiku and other form poems.
3. Write songs and poems for each area visited.
4. Read folk tales from the various areas. Make up original folk tales based on life in the area.
5. Write letters home.
6. Make up codes for secret agents.
7. Write descriptive paragraphs of scenes.
8. Make up hand signals for secret agents.
9. Improvise an adventure scene and act out, using nonsense language. Have class interpret the scene.
10. Make concrete poetry, using continent shapes .

H

Buying

Each person is to examine the classified ads of one newspaper. Choose one item you would like to buy. Explain to the rest of your group what the item is and your reasons (serious or humorous) for wanting it.

At the end of the time period, explain the activity to the rest of the participants and give sample items and reasons.

How can the activity be adapted to various grade levels?

Suggested variations:

1. Use catalogues and newspapers to choose items you want to buy
2. Write a classified ad for a favorite object or one you want to unload
3. Expand a classified ad into a paragraph
4. Write a dialogue between two objects in the classified ads
5. Write a composite classified ad for the entire classroom
6. Write qualifications for a good business partner
7. Write an ad selling your brother or sister
8. "Buy" all your Christmas presents from the classified ads
9. Picture the person who placed the ad and describe
10. List techniques you might use to lower the prices

WRITING FROM THE NEWSPAPER

I

Research

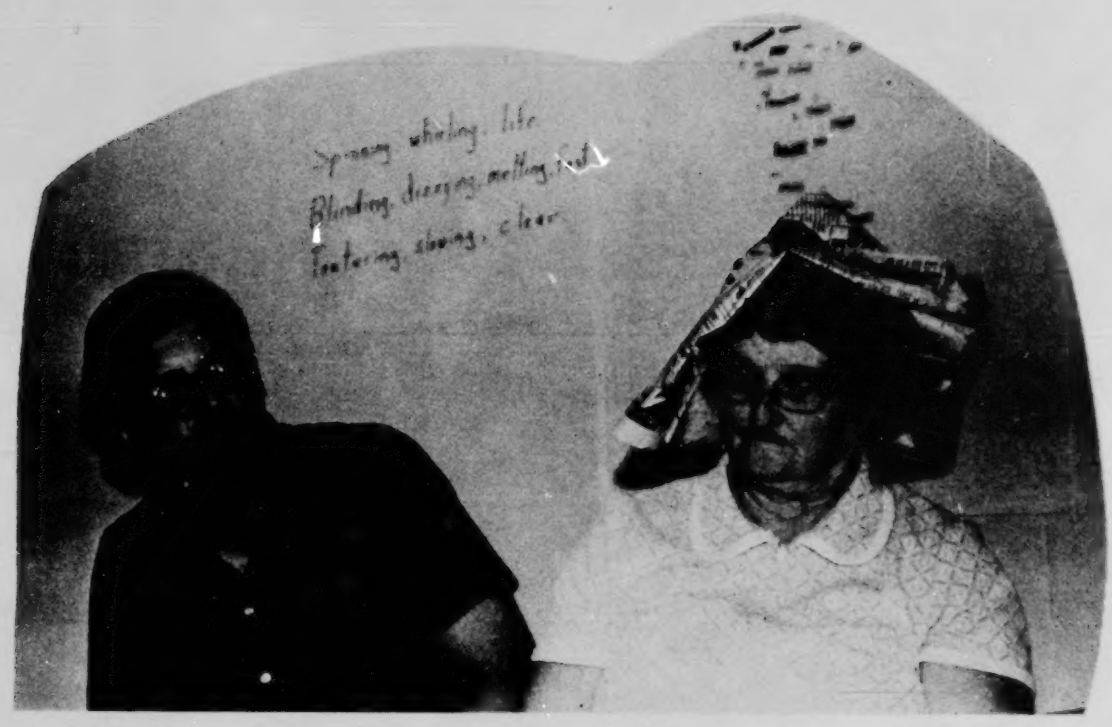
Objectives: To practice both deductive and inductive thinking
To write an essay based on inference from limited evidence

As a group, imageine that you are researchers one thousand years from now. All the information you have comes from finding the classified ad section of one edition of a newspaper. Discuss what deductions you could make about our contemporary society.

Then, as a group, write an outline for an essay you could write explaining your deductions.

What other writing activities can you think of that could be based on the classified ads?

Report your task and your learning activities to the group as a whole at the end of the time period.



ROLE PLAYING CAN HELP DEVELOP WRITING SKILLS

IV

WRITING FROM LITERATURE

A

Shopping Lists

As a group, plan shopping lists for characters in well-known childrens' stories. You do not necessarily have to make the list for the hero or heroine of the story.

Examples:

1. the ugly sisters in "Cinderella"
2. the three bears in "Goldilocks"
3. the witch in "Hansel and Gretel"
4. the giant in "Jack and the Beanstalk"

or any other characters you wish.

Be prepared to justify each item on the list in reference to the story.

At the end of the time period, choose someone to explain the activity, read one or two of the shopping lists, and justify the items.

What basic skills are involved in the activity?

Skills involved:

1. memory and recall
2. characteristics of a person
3. attention to details
4. itemizing
5. note-taking
6. supporting detail
7. vocabulary
8. interpretation of reading

Extension or variation of activity:

1. alphabetize shopping list
2. list materials needed for an activity or making something
3. categorize and outline items
4. make comparisons of items
5. modernize the story
6. write dialogue between characters about the items
7. write and enact a skit involving the items on the list

WRITING FROM LITERATURE

B

As a group, do as many of the following as you have time for. Choose characters with whom most of the participants (class) will be familiar. It doesn't have to be the same character for each of the exercises.

1. A birth announcement for a fictional character
2. A wedding account for a fictional character
3. An expense account for a fictional character
4. A suicide note for a fictional character
5. An obituary for a fictional character
6. An epitaph for a fictional character

At the end of the time period, explain the activity and read your creations to the rest of the workshop participants.

C

News Broadcast

As a group, plan a TV news broadcast based on a well-known children's story; for example, "Red Riding Hood,' "Cinderella," "Jack and the Beanstalk." Include weather, sports, and a commercial.

At the end of the time period, give your broadcast to the rest of the workshop participants. After the broadcast, point out the basic skills involved in the preparation and presentation.

D

Lone-Rangering

(Activity is called "Lone-Rangering" because it is the way the author of the old Lone Ranger series is supposed to have worked.)

Objectives: Learning key elements of a short story
Improving story-telling skills
Improving story-writing

The leader prepares 5 sets of cards with five cards in each set. The five sets include:

1. 5 names of heroes or heroines
2. 5 names of villians or antagonists
3. 5 different settings
4. 5 different problems for hero or heroine
5. 5 different solutions to the problem

Members of the group draw one card at random from each set. Their instructions follow:

WRITING FROM LITERATURE

Together, the group will plan a story from the given elements 1) protagonist, 2) antagonist, 3) setting, 4) problem, 5) solution. Try to include dialogue. At the end of the time period, one member of the group will tell the story to the entire class. Jot down the story outline and key words to aid the story teller.

Notes: 1) students enjoy making up the elements for the cards
2) the activity can be used for review of literature
3) the activity can be used for creative dramatics or reader's theatre

E

Characters

(The leader places a coat, dress, jacket or other article of clothing on a chair.)

Study the garment placed on the chair. As a group, speculate about the person who owns the garment, what the owner does for work and for play, what the owner looks like, what his or her personality is like, when he or she wears the garment, etc.

Then as a group, write a brief character sketch of the owner.

The activity may be varied by creating a still life of objects symbolic of a character, or by asking students to create a still life of objects symbolic of characters in stories, novels, or plays they have read.

V

FACES

A

As a group, decide on the answers to the following questions about the pictured faces:

1. Which one pushes to be first in line?
2. Which one belongs to El Swanko Country Club?
3. Which one owns a motorcycle?
4. Which one goes to the ballet regularly?
5. Which one has climbed all 40 peaks in New York State?
6. Which one collects comic books?
7. Which one has a plastic deer on the front lawn?
8. Which one performs in an amateur theatre group?
9. Which one insists on Ms. rather than Mrs. or Miss as her title?
10. Which one is the "total woman?"
11. Which one is always on time and which is always late?
12. Which one wants a paint by number set for Christmas?
13. Which one attends the openings of art shows?
14. Which one writes poetry?

When you have decided on the answers to the questions, exchange your set of faces with group 2 and answer the same questions. When you have finished, compare your answers with those of group 2.

Together with group 2, discuss and record learning activities that could follow this exercise; for example, a discussion of stereotypes, special writing assignments, a painting or sketch of the environment in which one might find one of the people.

Report your task and your learning activities to the entire group at the end of the time period.

B

Faces

As a group, decide on the answers to the following questions about the pictured faces:

1. Which one pushes to be first in line?
2. Which one belongs to El Swanko Country Club?
3. Which one owns a motorcycle?
4. Which one goes to the ballet regularly?
5. Which one has climbed all 40 peaks in New York State?
6. Which one collects comic books?
7. Which one has a plastic deer on the front lawn?

FACES

8. Which one performs in an amateur theatre group?
9. Which one insists on Ms. rather than Mrs. or Miss as her title?
10. Which one is the "total woman?"
11. Which one is always on time and which is always late?
12. Which one wants a paint by number set for Christmas?
13. Which one attends the openings of art shows?
14. Which one writes poetry?

When you have decided on the answers to the questions, exchange your set of faces with group 1 and answer the same questions. When you have finished, compare your answers with those of group 1.

Together with group 1, discuss and record learning activities that could follow this exercise; for example, a discussion of stereotypes, specific writing assignments, a painting or sketch of the environment in which one might find one of the people.

Report your task and your learning activities to the entire group at the end of the time period.

C

Faces

As a group, write a headline which might accompany the photo of each of the people in your set if the photo appeared in the newspaper. For example, headlines might be:

CELEBRATES 90TH BIRTHDAY
WANTED FOR _____
PROMOTED TO VICE PRESIDENT OF_____

When you have finished, discuss the skills of thinking, communicating, and valuing involved in the activity. What learning activities could follow?

Report on your task, the skills, and your activities to all the workshop participants at the end of the time period.

D

Faces

All of the people in your set of photos work in your school. As a group, decide: Which is the principal? The vice Principal? The custodian? The guidance counselor? The school nurse? What subjects or grades do the others teach? Be prepared to explain the reasons for your choices.

As a group, discuss the skills of thinking, communicating, and valuing involved in the activity. How could the activity be extended for further learning experiences? (Ask someone to record further learning experiences).

At the end of the time period, explain your task, the skills, and further learning experiences to all of the workshop participants.

FACES

E

All of the children in your set of photos will grow up to be members of your community. Which will be:

1. mayor
2. reporter
3. doctor
4. bartender
5. fireman
6. policeperson
7. gas station attendant
8. farmer
9. hairdresser
10. interior decorator
11. shopkeeper
12. noted athlete
13. banker
14. town gossip

(A person may have more than one role)

When you have answered the questions, imagine a situation in which several of the people might be involved. (Note the situation).

Then exchange your set of faces and task card with group 6. When you have finished, compare notes.

Then, with group 6, discuss and record learning activities that could follow this activity; for example, specific writing assignments, art assignments, discussion of stereotypes.

F

Faces

Objectives: To practice the thinking skills of observation, singling out elements, and forming associations
To practice writing complete sentences

As a group, decide what each of the children pictured on the board has just said and write the comment down.

Then decide what each of the children will do next, and write a sentence for each one.

What other learning activities could be devised for children in the elementary grades, using the pictured faces?

VI

PATTERNED WRITING

A

Slogans

Your group has been hired by a company which manufactures campaign buttons. Your job is to create slogans and design buttons for the following:

1. Promoting the reading of comic books
2. Promoting teacher power
3. Promoting travel to Antarctica
4. Promoting energy from windmills
5. Wiping out earthquakes
6. Eliminating punctuation
7. Eliminating administrators
8. Playing a Kazoo
9. A pet cause of your own choice

Remember that the slogan must be brief - no more than 5 or 6 words, and also have impact.

At the end of the time period, discuss the basic skills involved. Report the activity to the rest of the workshop participants. It might be fun if each of you wears one or more of the buttons during the report.

See following page for examples of slogans developed by the group.

PATTERNED WRITING

Also,

INHERIT THE WIND

KAZOOS ARE FOR YOUS

SUPPORT CHAOS - ELIMINATE ADMINISTRATORS

WRITE? RIGHT!

I LIKE HIKE

PATTERNED WRITING

B

Advertisement

Directions:

Your groups is to write an advertisement (30 words or less) to sell an unusual item. You may use one of the examples below or one of your own creation.

1 pound of hot air
1 used World War II bomber
5 broken nails and a pound of sawdust
2 used Bounty towels

C

Grumbles and Gripes

As a group, list the tasks that you most dislike having to do at school. Then agree on three or four of the tasks and design a machine that will do them for you. If possible, do a diagram of the machine with magic markers on a large sheet of paper.

At the end of the time period, do a commercial for your machine, trying to sell it to the rest of the workshop participants.

D

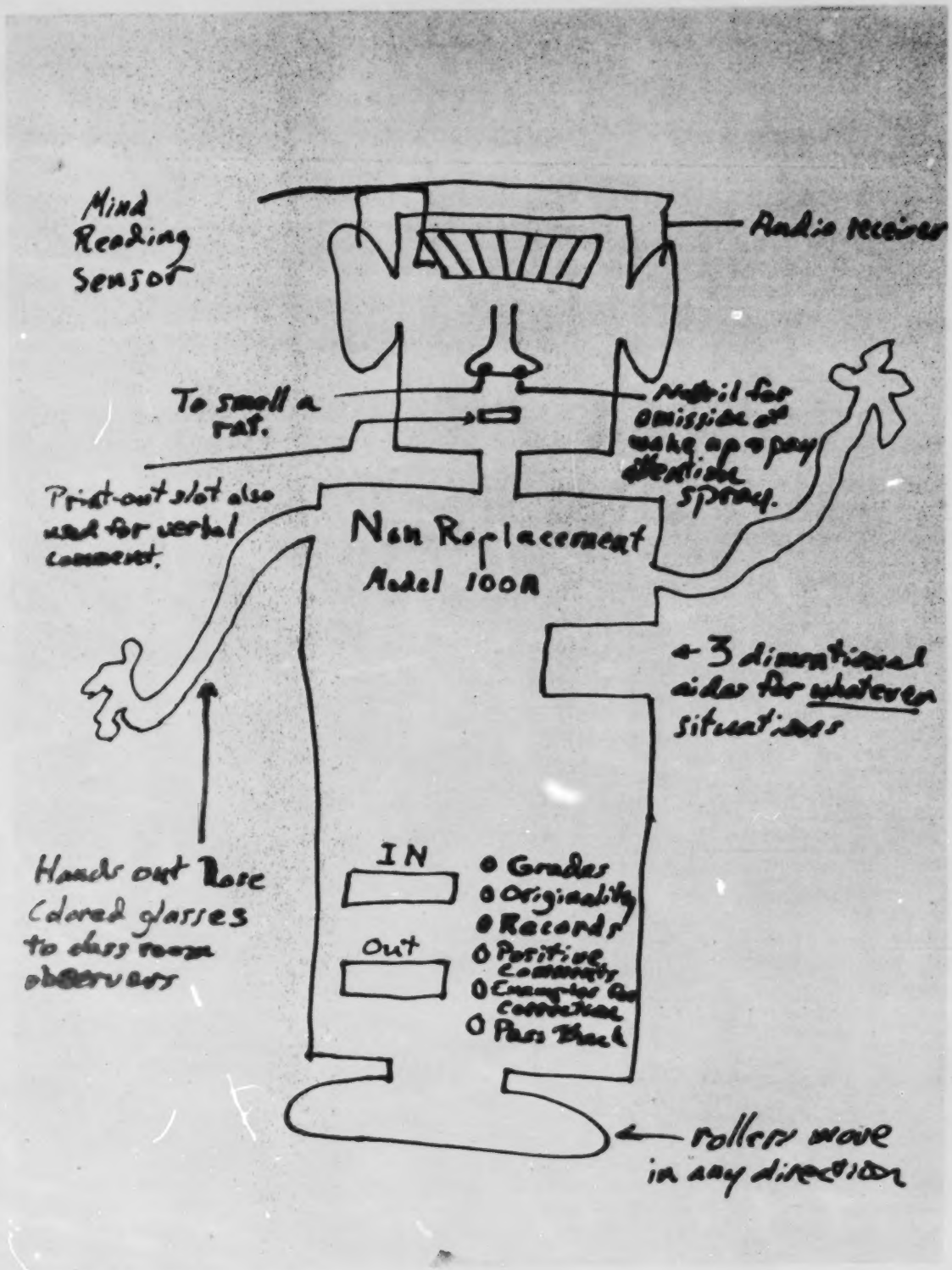
T.V. Guide

As a group, invent titles for 10-15 original T.V. programs--specials, soap operas, children's programs, whatever.

Then, as a group, arrange these programs into time slots and write one page of a T.V. Guide, with the typical one line summaries, names of fictitious stars, etc.

Put your 1 page of a T.V. Guide on a large sheet of paper with magic markers or fiber pens.

At the end of the time period, be prepared to explain your activity and show your product to the rest of the workshop participants. What skills are involved? What learning activities could follow?


Mind Reading Sensor
Radio receiver
To smell a rat.
Medicine for omission of wake up pay attention spray.
Print-out slot also used for verbal comment.
Non Replacement Model 100R
3 dimentional aides for whatever situations
Hands out Rose Colored glasses to class room observers
IN
Out
Grades
Originality
Records
Positive
Encourages
Pass Back
rollers move in any direction

T.V. Guide Written by Participants

Friday, July 13 Channel: BOCES

9-9:30	THE CEREAL BOWL. keeps children busy over the cereal
9:30-10	SHEILA & CHARLIE. cartoon
10-10:30	POP THE QUESTION. game show. Host - Ken Kahn
10:30-12	MOVIE: THE ORANGE OX (1932) Maurice Chevalier, Shirley Temple
12-12:30	SUDS CITY. Emily finds out her brother's wife's illegitimate child is having an affair with a terminally ill milkman.
12:30-1	THE BUBBLE BURSTS. Will Sarah's ink hold out till the end of the writing conference? Will Sarah hold out?
1-1:30	THE TEACHERS. Will Johnny learn to read his porno magazine? Will the teachers pick a new report card? Will the district purchase non-replacement model 100A?
1:30-3:30	MOVIE: THE BLUE BLOB (1955) Elizabeth Taylor, David Niven, science fiction, the blue blob smears blue ink on administrative papers.
3:30-4:30	ROY ROGERS RIDES AGAIN. Roy & Dale catch another bank robber.
4:30-5:30	SCREAMING SIRENS. Full of ambulances, cop cars, fire engines, and screaming people
5:30-6:30	ROUNDTABLE DISCUSSION. News featuring The Hawk
6:30-7:00	THE ASPCA. Dog with 5 puppies desparately searches for a home
7-7:30	THE CHEWS. The oldest Chew chomps at the bit, wants to camp unchaperoned

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PATTERNED WRITING

The group pointed out that the skills involved were:

1. Organization of material
2. Descriptions and summaries
3. Details supporting generalization
4. Writing titles
5. Following a pattern
6. Punctuation
7. Planning

Suggested further learning activities:

1. Choose one show and write another episode.
2. Explain how some T.V. games are played.
3. Write ending to soap opera.
4. Suggest the probable audience for present T.V. shows or the invented ones.
5. Write composition advocating a show not now produced or improvements on a present show.
6. Develop a questionnaire based on T,V. and interview a number of people. Write composition on the results.
7. Review of present shows.
8. Analysis of student's own T.V. habits.

E

Recipes

Your group is to prepare at least one recipe for one of the following:

a happy life
a good friend
a disastrous day
a perfect crime

Include ingredients and quantities.

Then as a group prepare a "Julia Child" type presentation. One person should act out the presentation of the recipe. You may include anything else in the presentation such as announcements, commercials, testimonials, etc.

F

Obituaries

The leader prepares a box of "dead" objects, such as a used tea bag, broken rubber band, used toothpaste tube, etc.

The group is asked to write an obituary for each object, print the obituary on large sheets of paper with magic markers or felt tip pens, and show to the rest of the workshop participants.

Note: It is best to give students the obituary page of a newspaper for models.

Obituaries Written by Participants

Cancelled Stamp

Francis Parkmsn 3¢ stamp issue (a noted historian) - hand cancelled prematurely due to a lick (?) of funding from the Federal Postal Service. There are no close survivors. Friends may view at the dead letter office. Please send contributions (with stamped self-addressed envelopes) to Uncle Billy.

Used Toothpaste Tube

ULTRABRITE TOOTHPASTE - Famous for its whitening and brightening qualities-departed this world July 5, 1978...a victim of inflation..nobody put their money where their mouth was. Survived by many fleurides and cavity fighting products. In lieu of dentures send contributions to Dutchess County Dental Clinic, Poughkeepsie, NY. Visiting hours will immediately follow breakfast, lunch, dinner.

Pencil Stub

Dixon Ticonderoga H-2 pencil died after a lingering illness contracted at the BOCES Language Writing Workshop on July 14, 1978 at 12:30 p.m. It was renowned for its patterned, group, expository and imaginative writing. During its short but productive life it received numerous literary awards and brought fame and fortune to its owner. A memorial service will be conducted at R.C.K. Room 207, from 4:00 p.m. - 6:30 p.m. with Dr. Love officiating and assisted by Dennis Hannan. Contributions should be paid by check, written in pencil only, to Kenneth Kahn to be divided equally among the participants of the Language Workshop. Surviving relatives are numerous including Flair and Bic pens.

PATTERNED WRITING

G

Report or Memo Writing

Deductions

You are a group of detectives called upon to solve the mystery of the whereabouts of a woman who has disappeared while traveling around the world. At the moment, your only clue is the attached picture, which has been mailed to you anonymously from Rome.

As a group, list all the deductions that could be made from the picture and the circumstances of its mailing.

Then, as a group, write a report to your superior officer, suggesting further steps in the investigation.

At the end of the time period, explain your activity to the rest of the workshop participants. What skills of thinking, discussing, and writing are involved?

Note: Deductions from pictures can lend themselves to either creative or expository writing. Use action shots, animals, scenes.

H

Writing to a Pattern

As a group, compose a paragraph using exactly the same sentence structure as the paragraph below, but with different words and content.

One night, however, it chanced that one of the palace slave-girls was awake and heard sounds of merriment coming from the Prince's room. She decided to go and see what was happening, crept along the corridor and peeped into the door. She saw that the Prince was in the company of a beautiful maiden and that they were laughing and talking together. She crept back to bed again but next morning the news of what she had seen and heard was being passed on from one servant to another, until eventually the story reached the ears of a Princess to whom the Prince was betrothed. The Princess was consumed with anger and jealousy and bribed the slave-girls to find out where the lovely maiden came from. And in due course they brought news to the Princess that every night, when all the palace was sleeping, this beautiful maiden stepped out from the Prince's golden lampstand.

What skills are involved in this exercise? How can it be adapted to different levels of ability?

Note: For students, it would be better to start with a sentence or two, rather than an entire paragraph.

PATTERNED WRITING

I

Poetry Writing - Choral Reading

Your group is to write a cinquain and present a choral reading of it. Remember that there are a number of ways to do a choral reading.

A cinquain is a five line poem which follows this formula.

1st line - one word--name a topic

2nd line - two words--describe topic

3rd line - three words--actions of topic

4th line - four words--give an attitude toward or a feeling toward the topic

5th line - one word--rename the topic

J

Top

Pass the top around the group, letting each person play with it as the others watch.

Write down descriptive words.

As a group, write haikus or other short poems.

1. Comparing top to your life.
2. Comparing top to a day at school.
3. Comparing top to something else in motion.
4. Other comparisons which may occur to you.

Put the poems on large sheets of paper, using magic markers or felt pens, to read to other workshop participants and display.

K

Each Person in Group

Compose a diamonté (diamond). Members of the group can help each other.

car
shiny, new
cruising, stopping, revving
Drivers, friends, admirers, darers
racing, cornering, skidding
crumpled, bloody
Wreck

Diamontés Written By Participants

Garden
fragrant, earthy
weeding, growing, thriving
tillers, bugs, sunshine, flowers
budding, yellowing, withering
ripe, delicious
produce

Egg
oval, white
warming, rolling, cooling
water, grass, nest, mother
growing, moving, changing
wet, scrawny
duck

Pitch
high, low
squeaking, vibrating, trilling
musicians, instruments, conductors, scores
practicing, rehearsing, performing
melodic, rhythmic
music

Writing
inky, sweaty
smooth, brailed, perforated
pencil, paper, eraser
sighing, muttering, rustling
crumplings

Soccer
fast, driving
flying, booming, heading
players, opponents, umpires, goalies
bumping, sliding, falling
battered, bruised
Michael

Tree
tall, strong
growing, branching, leafing
logger, saw, carpenter, hammer
falling, sawing, nailing
framed, painted
house

PATTERNED WRITING

1st line - 1 naming word (noun)
2nd line - 2 words describing first word (adjectives)
3rd line - 3 words ending in -ing or -ed telling something about 1st word (participles)
4th line - 4 naming words that have something to do with first word (nouns)
5th line - 3 words ending in -ing or -ed showing some change in the first word (participles)
6th line - 2 words describing and carrying on idea of change (adjectives)
7th line - 1 naming word that shows first word has changed

When you have finished, put your diamonté on a large sheet of paper and put on the wall with a piece of masking tape. Share with rest of workshop participants.

L

Sentence Finishing

Finish the following sentences in writing for yourself. You may share your answers with your group if you wish, or you may keep them to yourself if you wish.

1. I am most patient in school when --
2. I am least patient in school when --
3. Children make me nervous when --
4. I react to other teachers --
5. I react to authority --
6. My pupils describe me as --
7. My pupils' description of me makes me feel --
8. The children I like best are --
9. The children I like least are --
10. I learn from my pupils --

After you have finished, write a TRIANTE (triangle) you are willing to share with others, which would express your feelings from the sentences.

TRIANTE

1 word - title
2 words - smells
3 words - touch
4 words - sight
5 words - sounds

Put on large sheet of paper with felt pen.

Put your paper on the wall with masking tape when you have finished.

PATTERNED WRITING

M

"Memories" Assignment

Participants were divided into groups of five. Each person was then asked to divide his or her paper into five columns, and put the name of one of the five senses at the top of each column.

Then each person was asked to list five things he or she especially remembered having seen, touched, tasted, smelled or heard over a specific period of time. After five things were put in the fist column, each person selected one to tell the other people in the group about and then similarly after each of the other columns was filled, they selected one again to tell the group about.

The assignment after the activity was to write either a four verse poem or a four paragraph essay. Each verse or each paragraph was to begin with the word "memories", and was to contain sensory images either drawn from the exercise or drawn from what came to mind during the discussion. Some of the delightful results follow.

Memories are the sights of corn fields stretched across the earth with towering cragged snow-capped peaks rising up to touch the sky in the distance. Memories are the expressways and gleaming steel towers entertwined like the Pollock's sprays of blue and gray paint on canvas. These are the memories.

Memories are waves playing tag with the rock-strewn shoreline in the dawn hours of a new day. I hear the silver bullet scream along the runway, seeking the freedom of the sky. I hear the music created by uniformed children playing ball in the town's park. These are the memories.

Memories are the delectable sips of the 1967 La Tour Pomerse accompanied by the sparkle of friendship. I feel the cool crisp tingle on my tongue of a brook's delicacy after a strenuous hike up Pilots' Knol. These are the memories.

Memories are the moments that last forever. Memories are the sights, sounds, tastes, and feelings of the future.

Diane Parnett

* * * * *

Memories of rolling waves come throbbing back again and again. Memories of wave after wave pushing the rail of the ship into a gray blue sky and then dropping it to a gray green sea. The night of the deck remains clear as the sea rushed upward toward the face and then quickly plunged down and in dizzying sequence over and over. Finally the endless ended in a calm, misty sea.

Memories of the road as it sped under the wheels of the car, twisting, rising and falling over again as on a movie screen. Trees rush close by, giving way to green mountains in the distance, which in turn open to blue sky. The ground drops away to a black stream as the scent of pine is blown through the windows.

PATTERNED WRITING

Memories of the runway moving slowly, then more quickly as the inertia pushes the back firmly against the seat, back bring back the excitement of the take-off. The race away as houses, cars, and people become miniatures. Soft clouds with flat bottom cause bumps as hard as those felt in an oxcart. Then the gound reverses its direction to rush up and meet the plane, catching and holding it tightly.

Memories of legs moving up and down pushing the track backward step by step return as certainly as the next jogging session. At first the steps come easily, but after several turns around the track they become labored, with tightened muscles. The trees and fences seem to feel every jolting step. The new cut grass gives off a pungent, sweet smell as the breathing becomes labored. The goal is reached and steps slow to a painful walk; the ground feels softer under the slower steps.

* * * * *

Memories are selective
I stand in my crib and can see out the window
My sisters are playing
The dog is barking

Memories are selective
I have to dance with Shelby Penn
She is skinny and has frizzy red hair
Today she is beautiful

Memories are selective
I think of my time in the army
Oh, how I hated those years
Yet I think of Fort Cambell with fine feeling

Memories are selective
I argue with my friend over nothing
His logic is indefensible
He died before I could say I was sorry

Jack Devine

* * * * *

Memories of a Summer on a Farm in Iowa

Memories of hot days, tall corn and flat lands fill my mind's eye. I can still envision the endless levelness of the fields of crops which were developing towards maturity. The heat, being so intense, passed as great waves in front of my eyes. The main things that catches the eye is the never ending rows of corn--the gold of the land. Here and there the great green and gold sea is broken by clusters of trees which protect farm places. Our place was no different than most--white buildings with a little red or green trim. Buildings meant to protect man, beast, machinery and crops.

PATTERNED WRITING

Memories of early morning sounds remind me how hard it was to sleep late--who ever said the country was quiet! Fowl of all type started with their endless chorus of daily praise. With the sun's rise, every single living creature lets you know its feeding time. Sequeals, grunts, growls, baa's, moo's, whinnies and all the other sounds caused a deafening noise, but truly it was music to keep the heart young and alive.

Memories of a typical farm dinner can make my mouth water. Fried chicken, crisp, crunchy and moist, was always passed around the table first. Then a mound of steamy hot whipped potatoes followed by light brown, a little too salty, but always lip-licking-good gravy. The platters of yellow sweet corn, the kind with milky sugariness, would always be eaten up quickly. Huge slices of red tomatoes with a sweet but acid taste made up the salad.

Memories of sweat rolling down my arms and corn pollen sticking to every part of my exposed body bring to mind my first job, detasseling corn. It was a rough job, but walking down mile long rows of black plowed dirt, pulling out stickly, buggy, tassels from corn stalks that were twelve inches taller than myself didn't seem so bad at thirteen. The stinging slashes that I got from the corn leaves could be washed with the cool water that waited in buckets at the end of the row, and at the end of the week I felt great because I got a pay check.

Cheryl Straub

* * * * *

Memories, even happy ones, can be bitter if they are better than one's present situation, or so it would seem. While the present may seem unpleasant, viewed in retrospect it too will be irradiated by the rosy nimbus of the past.

Memories are often summoned, not by will, but by sensory stimuli. The smell of pine disinfectant never fails to remind me of going to the Art-deco movie house in Liberty when I was small. Though the place doutless had a more present aroma of popcorn and must, the management's fiendish addiction to Lysol has imprinted itself so indelibly on my memory that for years I was not even consciously aware of the connection between the smell I remembered from my childhood and the image it conjured up.

Memories of travelling in the car at night as a child come to mind when I see the full moon. My parents have a strong sense of family and we always visited both sets of grandparents on the weekend, not returning until after dark. As our ghostly Hudson floated along through the dark, the moon always seemed to keep pace; as dark clouds drifted by, the moon gave the illusion of moving at considerable speed.

Memories of the assassination of President Kennedy are for my generation what the Pearl Harbor attack was for my parents. Newscasters assure us that the event will be indelibly recorded on our minds in terms of some of the visual cliches that were rebroadcast over the five days following the murder,

such as little John - John giving the salute to his father's coffin. I will always remember going to the movies the day after Thanksgiving and seeing a trailer made by President Kennedy announcing National Brotherhood Week. I've not decided whether the management was callous in keeping the trailer in the program or whether some strong emotion dictated its retention.

W. R. Bell

* * * * *

Memories flow ever so gently - tranquil - as I recall nature's voices:
the familiar bird's songs on an early morning job...
echoes of laughter reverberating - echoooo - within the granite solidity...
the pitter-patter of rain drops drumming upon my tin shelter...
the thrusting of strong waves upon my body's ocean...
the timid mewing of a hungry kitten abandoned by Mother - Nature?

Memories soar now so vividly - as I recall man's pollutions:
a smoke-filled bar - the Singles' scene...
a car engine idling beneath my open window...
sandalwood scents of incense celebrating ritual...
an overflowing garbage pail reeking of sour milk and cheap wine...
the wilted rose petals in a funeral parlor - Manufactured Love?

Memories descend upon my mind - questioning eyes - as I recall humanity:
the shortness of life while driving during a blizzard...
the potentials for love upon seeing a black man with white child...
the injustices of human suffering in the hospital cancer ward...
the fallacies of marriage viewed in misleading affairs...
the death of a fleeing doe - killed by hunters' bullets - Human Justice?

Memories swell within my body - impressive - as I recall human feeling:
the support of hand in time of question...
the caress of grass on calloused feet...
the warmth of sunshine on my shoulder...
the sweep of wind against my face...
the spirit of energy on Yoga's body - Alas! Here lies the Peace!

Jan Humbert

* * * * *

"Pome" For You

Memories of your faces over the years:
Eager, broken teeth, smiling - tears.
Plays you wrote: costumes; Grandma Rabbit humping.
The games you painted for everyone's jumping.
All of us watching, "Will the bee go out?"
The love notes written and slipped about.
I've kept them. I remember you.

Memories of your caroling around the tree
Morning chatter; quiet of work-free.
Safely singing on the hill of dirt.
As firemen check during the bomb alert.
Times tables; reading stories you said fit;
The sudden surprise as you gasp, "I get it!"
Great! I remember you.

PATTERNED WRITING

Memories of you stepping on my toe.
Hair smooth, soft, crisp, "tie my bow".
Cold - two sweaters or a coat to save oil.
Tossing kickball or rope turning's no toil.
Lugging you workbooks for the evening's fare.
You shove and grab to know if I care.
I do - I remember you.

Memories of pineapple and coconut.
Spicy bubble gum, chalk dust, and flowers cut.
Plants we chose on the hillside to see.
The wild onion we ate that stank to rooms 10 through 3.
You smelt of urine; your own in the berth
Or yourlittle brother. May you learn your worth.
More than you know. I remember you - with love.

* * * * * Dale Seaman

On Moving Into Our First Home

Memories of that hot first day -
Muscle - sore and damp with sweat,
Twine-tied boxes ceiling high
And nothing in its place as yet.

Memories of our first impressions -
Lush soft carpet, wall-to-wall;
Potential workshop, kids and garden,
Loafing on the porch 'til fall.

Memories of a gift-wrapped dinner -
Hot dogs putting steak to shame;
Feet up, sharing relaxation,
Wine to celebrate our claim.

Memories of the evening's quiet -
Windows curtained by the trees.
Cluttered rooms now house a couple
Intent on future memories.

* * * * * Lois Janove

Memories? Well, as I think back on it now, the whole affair was not quite what we had expected to remember. First, we had not spared any expense to send our daughter to an Ivy League school, and indeed, it had an honored reputation. Second, one usually expects a certain degree of decorum associated with graduation. And yet, there they were, the intellectual cream of the crop, four thousand of them, haphazardly meandering their way across Cornell's football field. They were a motley looking crew of graduates. Some carried signs, "I made it!" or "Hi, Mom! Mike Kaplan".

PATTERNED WRITING

Others carried teddy bears or trailed balloons. One fellow pushed a huge broom. Because the day was hot and humid, faded, tattered jeans could be seen as the sombre black robes flapped open. A few graduates were celebrating early and were drinking Champagne toasts as they made their way to their seats. One unlucky scholar had his bottle pop its cork and erupt in a small fountain. It was hardly that touching moment we had look forward to.

Memories! I have more than just a few of such precious moments to recall - one of which was but four years ago when we brought her to this venerable institution. She was about to embark on an exciting, intellectual experience. We arrived with the car loaded to the roof with Sue's necessities: stereo, flute, guitar, favorite pillow and other things. She'd chosen a co-ed dorm and my husband and I thought we were handling ourselves quite well. We helped her cart a good share of her goods to her third floor room and were acting quite blase about placing our innocent child in such surroundings. As we brought the last load of records down the hall, a smiling young man walked breezily by, clad only in a towel clasped tightly in front. My husband turned to me, jaw aslack, and said "She's going straight home". So her four years began.

Memories - Ah, yes, all those precious sweet sentimental moments turned sour. There were oh so many of them: The inevitable day when she demanded to be told the truth about Santa Claus - it was in a crowded bus with gears grinding and all eyes turned on me as I wrestled with the truth; or her first prom with her arm in a fresh cast; or that supreme moment, her sweet sixteen birthday party: she was covered from head to toe with poison ivy which she generously gave to everyone who kissed her.

Memories - such wonderful memories of a gentle heart, of a trusting tiny hand placed in mine, of days filled with laughter and joy. Who would want to forget?

Barbara Fisch

* * * * *

Memories ...
Sing-along bears and talking toucans;
Steamboat whistles and pirates brawling;
Marching musicians with brass, drum and fife;
Laughter of children and grownups alike.

Memories ...
Acceleration pressing you back;
Force centifugal pulling you out;
Your heart in your mouth, your feel on the wall;
Down from the top of Space Mountain.

Memories ...
Orange juice - slush, sherbert and pop;
Frosty grape juice - tart, sweet and thick;
Tacos, hamburgers and shrimp on a plate;
Magical food a la Disney.

Memories ...
Mickey Mouse ears and Minnie Mouse dolls;
Haunted mansions with hitchhiking ghosts;
Cinderella's castle and Snow White too;
Goofy, Donald and Winnie the Pooh.

John Horgan

PATTERNED WRITING

Memories of cities are mostly memories of my senses. In my memories of San Francisco, there are the sea sounds of foghorns, boat whistles, barking seals and the flapping of flags and overcoats in the breeze. There are the city sounds of the trolley whirring along its rails, the trolley bell jangling, of firecrackers exploding on a Chinatown street and of barkers along a strip of sleazy bars, I remember walking along the wharf, inhaling the odors of seaweed and of fish being cooked. The fish dinner I ate was enhanced by a local tart wine and a tangy sourdough bread.

Memories of New York City are also recollections of noises. I recall the persistent drum beats and harsh brasses of a Fifth Avenue parade, the sirens and alarms always a background to the traffic, and the quieter, yet equally insistent ticking of a taxi meter. I remember being pushed and shoved onto the subway during rush hours and stumbling unsteadily against the hard plastic seat as the train lurched to its next stop. In cool weather there is the smell of charcoal and roasting chestnuts; in warmer weather, the unpleasant ordors of uncollected garbage during a sanitation strike; at any time, the noxious exhaust fumes. I can taste again the sour pickles and the pastrami sandwiches with hot mustard.

Memories of London are memories of dampness and rainy days. The sounds of tolling bells and muffled. The gray of the skies is repeated in the gray dirt settled on gray buildings. Underneath my feet the water squishes up through my shoes. As I walk through Hyde Park, I am assailed by the aggressive arguments of the soapbox orators and engulfed by the lively chatter of the Japanese tourists. The buskers at the corners sing, play banjoes, and direct attention to the coins softly plopping into a convenient hat. The marble monuments in Westminster Abbey are cold and smooth to my touch. Other tourists trace their carved messages by rubbing large sheets of paper with soft chalks. A sweet, sticky pastry and a steaming cup of tea fortify me against the cold.

Memories of Mexico City are alive with color and motion. The sidewalks provide a steady stream of noisy pedestrian traffic. The Spanish accents and inflections are unfamiliar, but not unpleasant. Passing a tavern, I hear the strains of mariachi music while an open courtyard brings the gurgle and splash of a fountain. Walking is made difficult by the jagged pavement stones and the unexpected holes. In the markets shopkeepers loudly hawk their wares, urging shoppers to buy rough woven baskets, smooth pottery vases or lacy blouses. Behind them sit pyramids of green and yellow bananas and piles of red and green chilies. The smell of frying tacos and strong spices fill the air. A bitter dark beer quenches my thirst and makes a pleasing contrast to a fiery enchilada. Memories of cities are more than flat picture postcard views. Their distinctive sounds, smells and textures remain.

Beverly Kestenis

* * * * *

PATTERNED WRITING

To a New Home

Memories flood reluctantly into the mind
When enjoying the pleasures of a new home.
It's independence from apartment life
To shoulder the burdens alone.

Memories are vivid of the closing day,
Scared stiff and nervously twitching.
Oh, my God, was this the right decision?
Do we dash right out of the bank?

Memories of sitting around a table
Peering into each calm, serious face
Of someone who holds 30 years of your life
In just several pieces of paper.

Memories are fading as I relax in my lawn chair
Looking at the house, soaking up the warm sun,
Listening to the birds and smelling the barbecue.
That day two years ago isn't so frightening now.

Wendy Vishnesky

* * * * *

Memories intrude
with the tartness of
lemon mousse.

Memories beguile
with the softness of
wedding lilacs in May.

Memories beckon
with the silkiness of a foal's nose,
fresh from the mare.

Memories,
too poignant
to be touched.

Nancy Sack

Valerie Abrahamsen
Sensory Descriptions
July 10, 1978

Bum Legs

Memories of two legs stretched across the crowded side walk on Mott Street still appear vividly in my mind. As we approached closer to the shabbily clad legs on the concrete, the rest of man's body appeared in full view. The resting figure wore a dark, tattered sports jacket covering a wrinkled white shirt, deep green trousers, soiled white socks, and brown loafers. A stout man selling bagels

from a bushcart was oblivious to the apparent drunken individual near his feet. People hustling by walked over or around the legs. No one stopped. Few stared. My companions made a passing comment about the derelict in the way as we, too, stepped around the sleeping legs. After all, he's only one of many. What could we do? We're in a hurry. Though we did continue our brisk pace down the street, sad thoughts about that man reoccurred over and over again in my mind. The impressionable scene became one more stimulus to shape the young lives I teach in a positive way so that they will not some years later be the bum on the street.

Succulent Steaks

Memories of three sirloin steaks sizzling on a coal-heated hibachi make me even now want 'just one more bite.' Each thick steak was about 2½-3 pounds. Chef Dave added salt, pepper, onion powder, and a few shakes of the other seasonings he chose from my crowded spice shelf in the kitchen. The smell evidently inspired our next-door neighbor to walk over for a casual inspection of our barbecue, commenting that he would even be glad to have the leftovers. Our invited guests, including Dave's parents and brother, each offered suggestions about how the steaks should be done. Although I was busy unmolding a jello salad and cutting fresh bakery bread inside, their voices were clearly heard. "Turn them over only ONCE!" "...A little more onions here." "This one is still raw on the inside." Barbecuing is a tasty treat we seldom indulge in, so the aroma of the steaks through the windows was especially appealing. After cantalope appetizers were devoured, the prized steaks were passed around. Quickly, with the ease of a fork and the jagged edge of a steak knife, the first piece of meat entered my open mouth. Wow! What a tender, juicy, succulent, charcoal-flavored steak! More bites continued, each as welcome as the first. Because the tasts really was indescribably fantastic, I vowed right then to barbecue frequently this summer. Why not tonight?

Drip, Drip, Drip

Memories of the leaky water faucet present irritating images when recalled. The rhythmic drone of dripping droplets gurgling down the pipes were almost thunderous as I tried to sleep. Perhaps three to five seconds lapsed between drips. A silence occurred periodically, leaving me tensely anxious as I wondered if the leaking water would resume its splattering in the ceramic bathroom sink. The dependable drip, drip, drip faithfully continued for hours, or so it seemed. My body weary from pulling weeds in our rock garden, followed by sewing and vacuuming chores indoors, was in no way ready to stand erect, proceed to the bathroom, and attempt to tighten the faucet or even close the door. The more conscious effort I made to avoid the disturbing sound of water plunking, the louder it became. It was only because of another agitating sound, the loud buzz of my alarm, that I realized somehow I had actually fallen asleep. Apparently only in sleep is life peacefully quiet.

The Yarn Rug

Memories of making the "Autumn at Day" 3½' X 5' rug wall hanging are yet fresh although the work was done more than a year ago. To economize, I cut my own yarn by wrapping it around a piece of cardboard, then clipped the edges. The stiff, square backing for the rug usually warmed my legs as I sat on the floor maneuvering the rug hook in and out of each hole. Moving my hands with maximum dexterity, one horizontal row could be completed in thirty minutes. Certain

sections needed two of the thick, fluffy strands of yarn for each hole, which would temporarily slow down the rug construction. As each row was finished, I gently rubbed my hands over the slightly bowed yarn protrusions. The time for admiration through touch and sight was needed as an impetus to go on since hours of work sometimes showed little progress. The final product of two winter months of daily work now has an esthetic beauty others can appreciate, but another beauty, that of placing every yarn in position with my own fingers, is all mine.

LESSON PLANS DEVELOPED BY PARTICIPANTS

LESSON PLANS

OBJECTIVE: Students will explain why and how something happened.

MOTIVATIONAL: Day One: Show sound film of the story "The Three Little Pigs" followed by discussion of the story and the characters--3 pigs and 1 wolf and mother pig. Teacher distributes a sheet of characteristics and class makes a characteristics wheel for each character.

Day Two: Each student makes a Paper Bag Mask Puppet. Teacher divides class so that 3/4 will make pig puppets and 1/4 wolf puppets.

LESSON: Interview: Teacher interviews the pigs and wolves. (Class divided into 5 groups--Pig 1-2-3, Wolf, and Mother Pig.)

SAMPLE QUESTIONS: Why did the wolf eat you?
Why did you build this type of house?
Are you sorry you built this house?
Do you think you prepared your little ones for leaving home?
Why do you dislike the wolf?
Why do you dislike the pigs?

ASSIGNMENT: Pick a character and from that character's point-of-view write a composition or newspaper article or editorial of "The Three Little Pigs."

EVALUATE: Assess papers to determine if students clearly explained why and how something happened.

MATERIALS: Sound film, projector, screen

Paper bags, crayons, scissors, construction paper, remnants.

SUGGESTED ADDITIONAL ACTIVITIES:

Debate (role play)
Exchange with another class
Booklet
Rewrite another Fairy Tale - read orally - discuss
Illustrate pictures
Diorami
Rewrite another Fairy Tale with characters from "The Three Little Pigs"
Newspaper - Headline "The Truth about the Three Little Pigs"
"Missing Witness Appears"
"The Three Little Pigs - Later" (What happened to them?)

LESSON PLANS

OBJECTIVE: To realize the importance of relating events in the order of occurrence. (Intermediate grade level)

MOTIVATIONAL ACTIVITY:

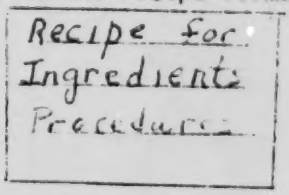
1. To brainstorm (about 5 minutes or until saturated) on the importance of proper order. (If not given in correct order, it won't work correctly.)
   Examples: Garden, games (Monopoly), going to a store, getting dressed, how to skip.

2. Groups are set up with five students per group in terms of teacher direction. Be sure that--during brainstorming--that "recipe" is included.

LESSON: Teacher directs each individual to write a paragraph on "How to Make a Peanut Butter and Jelly Sandwich."

Day #1: Each student writes his paragraph.

Day #2: Whole class approach: In order not to single out one child, the teacher uses the children's ideas to make a composite recipe (in paragraph form) and presents this to class using an overhead projector (or on chart paper or blackboard). Teacher "selects volunteers" to come to front of room to make the sandwich following those directions. Teacher insists that the students follow the directions exactly and guides them as needed. After the students see that the recipe flops, they have an oral discussion on where it went wrong and how it could be corrected/improved. The teacher presents the recipe format and its purpose to the class.



Each group then gets together and makes up a new recipe using the format. Groups post their "masterpieces" on walls and the whole class selects the one which will be easiest to follow yet is appropriately sequenced. Then each group makes the sandwich, discusses it, and eats it (with a cup of milk to wash it down).

EVALUATION:

1. By demonstration
2. Follow-up homework assignment (choose one):
   1. How to make canned soup.
   2. How to fry an egg.
   3. How to put on a shirt.
   4. How to prepare to take a spelling test.
   5. How to brush your teeth.

MATERIALS:

Overhead
Transparencies
Peanut butter and jelly
Enriched bread
Milk - cups
Blunt knives
Paper napkins

SUGGESTED ADDITIONAL ACTIVITIES:

3-D map using blocks
Following oral directions mentally and physically i.e. Repeating numbers given orally
Arranging pictures on slides in sequence
Place cut up words, sentences, paragraphs in proper sequence
Give a comic strip in wrong order and have them rearrange it in correct order
Using transition sentences to make students aware of which happened first and second? i.e. When the clock struck twelve, we went home
Ask which came first
Have 2 skits presented (one in wrong order) and have them decide which was easier to understand and why!
Time line
Improvisation - one person starts acting out a story and next continues using minimum of words building upon what's previously said
Show filmstrip or movie (Homer Price). Then make a group list of events that occurred and have them number these
Play a game (Twister) and have them get into strange positions and be forced to write directions of how to get out
Follow steps for an experiment
Number sequencing
Role-play of how to make an assembly line to produce a given product
Game "I'm going on a trip and with me I'm taking....."
Make a filmstrip
Taking a walkblindfolded through a maze of chairs (Have them follow your oral directions) and then have them retrace the steps still blindfolded
Use teacher-made tapes. Have them sequence the events and write them down
Trust walk-take the blindfolded child on a walk-have them verbally recall what things they touched and then try to put them in sequential order
Orgami how to make a paper snowflake
Writing directions - leave out one vital step and see if they recognize what's missing
Use real products with directions and have group answer a list of questions about them
Follow written directions to make an electrical game
Write a story on pattern of "This is the house that Jack built" use manipulative objects if desired
Use an environments record on sounds to have students identify

sounds and then put in sequence of which came first
Use narrative poem - Paul Revere's Ride or Night Before Christmas to have them arrange in correct order
Use newspaper article to have them put it back in correct order
Mock trial - each person witnesses it and reports how he saw it
Have students watch an action and then report what they saw - sequentially
Give selections from five poems and have children put these in the correct poems

LESSON PLAN

OBJECTIVES: Students will relate events in the order of occurrence
a) follow oral and written directions (judge appropriate by grade level)
b) use conceptual terms correctly (above, left, down, etc.)
c) be able to apply sequencing in other subject matter

MOTIVATION: Treasure Hunt

Materials: Picture cards, word cards for picture, cut and paste ditto with pictures

Procedure:

Session I

1. Explain treasure hunt to children
   - hidden are 4 picture clues representing objects in room, such as easel, globe or pencil sharpener.

2. Teacher holds up object pictured by clue #1 and has a child find matching object.

3. Child finds object and holds up clue #2 for class to see, and chooses another child to find object #2, etc.

4. Each child is given ditto with replication of picture clues used in above activity.
   - cut and paste
   - put in sequential order

5. Arrange picture cards at board in sequence as a class to be a check for individual cut and paste activity.

(Steps 4 & 5 can be informal evaluation)

Session 2

1. Follow the same format as Session 1. However, before holding up picture, the child picks another person to turn his back to the class so only the others can see it.

2. The child with the picture clue orally describes to the other child directions to find the matching object. Continue'til all clues and objects have been found.

3. On experience chart, write the process involved in the steps to find all clues. (Group evaluation)

*Following the evaluation of Session 2, choose two or three activities listed below to meet class or group needs for the unit.

ADAPTATIONS:
1. Write recipes
2. Sequence sentences or paragraphs
3. Tell about a movie or T.V. show

4. How to make or do something (hobby, sport).
5. How to get somewhere (school to home, place in building or outside).
   *These skills may be used:
   - map drawing
   - telling or writing directions
   - math skills, such as counting footsteps or using a meter stick to measure distance.
6. From a story children read, tell or write in sequence the story events.
7. Orally or written, give a list of directions to follow in order.
8. In group or individually, children devise own treasure hunt for others to follow.
9. ABC trunk game in which everyone adds an object to an imaginary trunk by saying a word beginning with the letters of the alphabet in order (apple - box - chair, etc.) Each person repeats all the preceding objects in order before adding his own.
10. Extension of treasure hunt: Have words from a sentence hidden. Clues on a ditto must be followed in order, so the sentence will make sense.

EVALUATION: Simple: Have a cut and paste activity in which pictures of a story are put in sequence.

Advanced: Write a story in sequential order.

LESSON PLANS

OBJECTIVES: 1. Students will observe the world around them using all their senses.
2. Students will relate events in the order of occurrence.
3. Students will explain why and how something happened.

MOTIVATION: (Primary and Intermediate Grades) - Construct a large cardboard boat and display in room. Discuss why it's there. Who's boat it is? Design a bulletin board and cover. Then slowly uncover parts so that children can guess what's behind, or a variation would be to play the "concentration" game and daily show pieces of the picture to be viewed.

Word Hunt - Make a ditto on which children have to circle words relating to Columbus' time.

Lesson: Primary

1. Read to children about Columbus' voyage (simple story) to give them background information for lesson.
2. Time Line or Experience Chart activity to discuss what was heard in story.
3. Map Skills - create a simple map (ditto) of Columbus' route to New World for children to trace.
4. Role Playing - Children can act out parts - Columbus, people on boat. Discuss people on boat.
5. Pre-Writing Activity - Creative Art: Each child can construct a paper trunk that they would take along on the voyage with them and the one article they would bring if they had a choice. Tell why they would bring that article.
6. Class Writing Activity - whole group can write the ship's log on a daily basis and begin to develop a new vocabulary. A running vocabulary chart can be made and displayed.

EVALUATION:

1. Oral interviewing members of the voyage - Christopher Columbus, Christopher's mother, an Indian on shore, a seagull as it sees the ship land on shore, etc.
2. Word-picture Look-Alikes - make new vocabulary words into pictures (ex. boat)
3. Younger children can give describing words orally and others have to guess what the new vocabulary word is.
4. Stream of Conscience - orally tell and discuss "How did the boat feel? How did the sailors feel? the rats? the food? (not having modern facilities for preservations) etc...
5. Menu planning - Plan meals for crew (Research food sources, types of food)

INTERMEDIATE:

LESSON: 1. Read background information and discuss. (Mention or list members going)
2. Gust speaker onships

PREWRITING ACTIVITY:

Interview members of crew. Tell why you were chosen to go.

SUGGESTED GROUP WRITING ACTIVITIES

TASK CARDS:

Dialogue: between any two people on the ship.

Log or diary about actual voyage from the ship's point of view.

Earth II - Science fiction story about modern day voyage to a twin uninhabited planet like Earth.

Live broadcasts between spacecraft and Earth describing voyage.

Commercial, written and presented, trying to make people sign up for trip (Additional - Advertisements or posters for trip.)

Séance - Medium talks to Columbus' ghost, and ancestors from ship. Class can ask questions.

Research occupations of Columbus' time - shipbuilding, etc. (Apprentice system)

EVALUATION:

Groups post or present completed activities to rest of class.

SUGGESTED ADDITIONAL ACTIVITIES

Occupational needs and skills then and today

Debate: Town meeting debating trip

Argument between Ferdinand and Isabella

Poetry

Debate - pros and cons of mutiny during voyage

Study of ships in bottles

History of ships - comparing modern with old (Transportation in general)

Sea chanties - include differences in modern and old instruments

Movies on tall ships

Lesson may be continued with activities about the crew once they land - Reactions of Indians, etc.

Biography of any person on ship

Epitaph for ship

Role playing - interview family of Columbus, King, Queen

Christopher awakes in 20th Century. Write his reactions to today

Map-making and extension

Recreation - scrimshaw

Design flags for ships

Research Christopher's other voyages and rest of life

Assignments from Classified Ads

1. Collect unusual classified ads from such sources as Harpers, Saturday Review, New York, etc.
2. Mount each on a separate index card.
3. Write applicable activities from the following list on the back of the card, keeping objectives in mind.
4. Place cards in file box or container.
5. Assignments on cards can be used for individualized writing, class assignments, self-directed or teacher-directed work.

Activities Generated By Using Want Ads

1. Write your own classified ad.
2. Describe writer of ad.
3. Dialogue between employer and prospective employee.
4. Evaluation of ad for personal use - Why answer ad?
5. How implementation of opportunity of ad will change my life, community, etc.
6. Economy of language - what can you omit?
7. Recognition curve - how many words can we omit and retain understanding.
8. Write want ad from point of view of famous person (author maybe) selling something - missing person etc.
9. Write an ad to sell a book.
10. Choose ad - select a fictional character who wrote.
11. Select words to substitute for those in ad.
12. Analyze structure, parts of speech.
13. Select another real person you would have respond to ad (friend, teacher, parent).
14. Write a story or composition describing circumstances behind ad.
15. In what magazine would you place the ad?
16. Devise story in which ad might naturally occur.
17. Follow reading assignment with writing ad to achieve something wanted by character.
18. Select single descriptive word for ad and explain.

19. What animal is this ad? Male or Female?

20. Dialogue between ads.

21. Choose two ads which complement, supplement, antagonists, similar, etc.

22. Describe ad without using any word in it. Have students then locate ad.

23. Place different objects in box - have student write ad.

24. What would ad tell space traveller about our society?

25. Man lost job for writing ad. How do you defend him?

26. Write ad in form of poem.

27. Answer ad by phone. What is the dialogue?

28. Is ad bogus, phoney, misrepresentative? Why?

29. Commonplace object. Write ad making it sound miraculous.

30. Write ad selling self as something.

31. Make up a language code and rewrite ad.

32. Rewrite ad with different margins - force students to find new ways to separate words.

33. Rewrite ad in paragraph form using complete sentences.

34. Rewrite using as many prepositional phrases or subordinate clauses, etc.

35. Rewrite ad as commercial.

36. Combine ads in counterpoint.

37. Put in CB level of language - or other level.

38. Rewrite ad as newsstory.

The following skill objectives are followed by the numbers of the activities to which they refer:

Creative writing - 1, 3, 9, 14, 16, 19, 22, 23, 24, 26, 29, 35, 37

Expository writing - 5, 6, 7, 14, 25, 29, 33, 36

Organization - 11, 25

Use of Dialogue, 3, 20, 27

Point of view - 2, 3, 8, 10, 13, 17, 20, 24, 25, 29, 35, 38

Tone - 2, 8, 13, 15, 18, 35

Characterization - 2, 10, 17, 20, 24

Statement and supporting facts - 2, 4, 5, 7, 9, 10, 18, 19, 23, 25, 28, 29 30, 31, 36

Observation and processing - 22, 24, 38

Comparison and contrast - 20, 21, 38

Research - 15, 17

Levels of language - 3, 17, 20, 27, 37

Using descriptive language - 1, 8, 9, 18, 23, 29, 30

Vocabulary - exact word use - 4, 5, 6, 7, 14, 25, 29, 33, 36

Grammar - 12, 31, 32, 33, 34

THE BASIC SKILLS IN WRITING

What are the basic skills in writing? Over the last few months, we in the Bureau of English Education have spent many hours in developing our answer to this question. In so doing, we plan to help teachers and administrators who are struggling with this question in general, and to help teachers whose pupils take the Basic Competency Test in Writing.

To the members of the Bureau, "basic competency in writing" refers to the minimum level of competency necessary to survive in today's society. It is the first step in a continuum for writing that extends finally to the complete or maximum competency achieved by a skillful professional writer. It is our view that basic competency in writing should be achieved by most pupils by the end of the eighth grade, and that pupils should be helped to achieve a level as far beyond the basic as possible, given the ability of the pupil, the instructional time, and all the other variables that enter into instruction in any subject.

The teaching of writing involves thinking skills, organization and development skills, and language and usage skills.

THINKING SKILLS - The development of the ability to write begins long before the pupil puts pencil to paper. As with the ability to do almost anything, it begins with thinking skills - the development of concepts. Concurrent with this process is the development of conscious awareness of the world within oneself. It is important to know one's own emotions and opinions and to be able to express them and the reasons for having them. Also, the personality of the individual contributes uniqueness to most kinds of writing.

To aid in the development of both concepts and awareness, the teacher may have to devise prewriting activities in one or more of the following areas:

1. Observing the world around one, using all the senses. Accurate observation is a tool for dealing with the real world; observing is a skill that can be taught. It is a prerequisite for many kinds of writing, including description, giving directions, explaining a process, and relating an incident.

2. Singling out elements. In forming a concept, one must distinguish the essential features of a thing or situation. This skill is important, for example, in writing definitions, explaining a process, and giving logical reasons or relevant evidence for a position.

3. Forming associations. In forming associations, a thing or situation is compared with another thing or situation. An awareness of the concept "square" or "round" might be illustrated by young children when grouping objects by squareness and roundness. Adults often use associations in explaining an idea or object by comparison and contrast.

4. Forming abstractions. The ability to form abstractions is the consideration of a quality or an attribute apart from a particular object or instance, for example, "roundness" or "squareness". Most psychologists say this ability cannot be developed until a child is about twelve years old. Therefore, the idea that "Happiness is a warm puppy" is suitable for young children; happiness as a quality may be considered by most adolescents.

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5. *Using generalizations. Using generalizations is the application of a concept to situations other than the one under which the concept was learned. Obviously, this ability is important for all kinds of activity, not only writing. Pupils may need help in learning to apply generalizations appropriately to concrete situations.*

Inseparable from the development of concepts is the development of a vocabulary sufficient to express the concepts. The practice of teaching or reviewing the vocabulary useful in a particular assignment would be time well spent. For example, in an assignment depending upon accurate observation, the teacher might review, with the class, words dealing with texture, mass, shape, or movement. Words which make more subtle distinctions between similar things or ideas would be helpful in working on comparison and contrast. A vocabulary for the definition of abstractions may also be developed or reviewed.

ORGANIZATION AND DEVELOPMENT - When actual writing begins, several skills of organization and development are essential. For the purpose of discussing the basic skills, we in the Bureau define organization as a sequence of written expressions planned to achieve specific results. The identification of the purpose of, and the audience for, a piece of writing and the selection of a sequence are involved in organization. We define development as the sufficient and appropriate use of details, reasons, examples, facts, anecdotes and the like to produce the effect intended by the writer.

Some skills of organization and development follow:

1. *Relating events in order of occurrence.*
2. *Arranging steps in a process in logical order.*
3. *Stating a topic sentence and giving supporting details.*
4. *Explaining why and how something happened.*
5. *Defining a word or idea for the particular context.*
6. *Classifying.*
7. *Generalizing and particularizing.*
8. *Comparing and contrasting.*
9. *Bringing ideas together for coherence.*
10. *Choosing appropriate mode, format, genre.*
11. *Beginning and concluding appropriately.*
12. *Choosing appropriate diction.*
13. *Anticipating possible misunderstandings in order to achieve clarity.*
14. *Editing and revising.*
15. *Proofreading.*

LANGUAGE AND USAGE SKILLS - Also basic are certain language and usage skills, such as the standard conventions of the spelling of common, useful words; of capitalizing the initial word in a sentence, the first word in a direct quotation, proper nouns, and title; of punctuating properly the end of a sentence, possessives, contractions, direct address, dates, and abbreviations. Letter form also is basic.

Generally speaking, basic competency in usage would require the writer to achieve clarity of meaning, to use correct verb forms, to use clear pronoun reference, and to achieve agreement of subject and verb.

HANDWRITING - *Although the skill is not possessed by some highly educated people, the ability to write or print legibly has value.*

EVALUATION - *The possession of basic competency in writing might be demonstrated through such tasks as the following:*

1. *Describing a scene or an object so that it is recognizable.*
2. *Relating an incident in chronological order.*
3. *Expressing one's emotions (reactions) coherently.*
4. *Stating a position (opinion) and giving logical reasons for holding that opinion.*
5. *Explaining a simple three-to-five step process.*
6. *Explaining an abstract term by illustrating with concrete examples.*
7. *Writing clear directions for traveling a short distance in one's own community.*
8. *Summarizing a brief article in one's own words.*
9. *Writing simple business letters.*
10. *Writing friendly letters.*
11. *Writing messages or notes from information received by listening.*
12. *Filling out basic forms, such as an application for a driver's license, a change of address card.*
13. *Writing a short poem, story, or character sketch.*

TIPS FOR EVALUATION

No magic formula awaits teachers faced with evaluating (grading) written compositions; however, a number of considerations may be helpful as teachers confront this task. The following list was developed as a result of the discussion of evaluation and the numerous points made at that time.

Criteria for evaluation should be known to the teacher and the students.

Evaluate the paper for a few things as opposed to many.

Have students select the writing to be evaluated.

Do not evaluate every piece of writing.

Use two grades, possibly.

Give positive responses.

Realize that grades are subjective.

Give attention to areas other than the mechanics of language.

Return papers quickly.

Stagger composition assignments.

Use evaluation as one basis for instruction.

Know what instruction has preceded evaluation.

Assess the composing process as well as the product.

Use peer evaluation. Have another class evaluate the papers.

Use short theme or paragraph assignments more often.

Have individual conferences when feasible.

Have group discussion of papers with suggestions for improvement.

Accept no papers that are sloppily done - illegibly written.

Distribute to students a dittoed list of editing symbols to be used in evaluation.

Have a student rewrite another student's work.

Have students summarize their composition in one or two sentences.

Read Evaluating Writing edited by Charles Cooper and Lee Odell.

HELPFUL BOOKS

Carter, Candy (ed.), Focus on Writing, Urbana, National Council of Teachers of English, 1975.

Cooper, Charles R. and Lee Odell, Evaluating Writing, Urbana, National Council of Teachers of English, 1977.

Everetts, Eldonna L. (ed.), Explorations in Children's Writing, Urbana, National Council of Teachers of English, 1970.

Folta, Bernarr, Three Strategies for Revising Sentences, Urbana, National Council of Teachers of English, 1969.

Hawkins, Thom, Group-Inquiry Techniques for Teaching Writing, Urbana, National Council of Teachers of English, 1976.

Hawley, Robert C. and Isabel L. Hawley, Writing for the Fun of It, Amherst, Mass., ERA Press, 1974.

Hillocks, George, Jr., "Observing and Writing," Urbana, National Council of Teachers of English, 1975.

Lundsteen, Sara W., Children Learn to Communicate, Englewood Cliffs, New Jersey, Prentice Hall, 1976.

Macrorie, Ken, Uptaught, New York, Hayden Book Co., 1970.

Moffett, James, A Student-Centered Language Arts Curriculum, Grades K-13: A Handbook for Teachers, Boston, Houghton Mifflin Company, 1968.

Moffett,James and Betty Jane Wagner, Student-Centered Language Arts and Reading, K-13, Boston, Houghton Mifflin Company, 1976.

Murray, Donald M., A Writer Teaches Writing, Boston, Houghton Mifflin Co., 1968.

Shaughnessy, Mina P., Errors and Expectations, Oxford University Press, 1977.

Simon, Sidney B., Robert C. Hawley, and David D. Britton, Composition for Personal Growth: Values Clarification Through Writing, New York, Hart Publishing Co., 1973.

Teachers and Writers Collabrative, The Whole Word Catalogue, Urbana, National Council of Teachers of English, 1972.

Tittle, Frederick B., Jr., Composition: A Media Approach, Washington, NEA, 1978.

IDEAS FOR EXPOSITORY WRITING USING THE COMMUNITY AND SCHOOL AS RESOURCES

The purposes of the following suggestions are to give students more practice in using first-hand information & local resources, to make the writing assignments more meaningful to their immediate lives, and to make the students more interested in producing a creditable piece of work.

1. Produce an illustrated guidebook to the local community, including capsule histories of points of interest.

2. Plot a walking tour of the community with accurate directions and mention of points of interest.

3. Plot hiking or biking routes in the area, with attention to both the safety and the attractiveness of the route. Write accurate directions and explain the advantages of the route.

4. Research aspects of local history and produce a booklet.

5. Visit a local cemetery and produce a local "Spoon River Anthology".

6. Investigate a person and his or her work. Do student biographies of local people.

7. Do a survey of employment opportunities in the community and the requisites for each type of job.

8. Devise a questionnaire about some local problem, national problem, consumer information, or any other. Interview several people and write an essay on results of the interview.

9. State a school or community situation or problem. List possible courses of action. Choose one and work out the consequences of the one you choose.

10. Write promotional ads for your community as a) a place to live, b) a place to visit on vacation, and c) a place for new industry to locate.

11. Write a translation of motor vehicle laws or local ordinances into informal English.

12. Write a draft of a new ordinance which you think necessary or helpful for your community. Defend its necessity.

13. Do a case study, for example, of what happens to the price of certain selected foods over a period of weeks and the reasons for the fluctuations, of a used car, of the circulation of certain books in the library.

14. List fifty (50) specific details describing a place in the community or school. Choose 7-10 to develop a short composition giving an impression of one mood.

15. List fifty (50) more details for the above which would depict the same scene at a different time of day or night. Choose 7-10 to depict a different mood.

16. Write a book of advice for new students to the school.

17. Write news stories or editorials about school affairs.

18. Have joint projects with science, social studies or humanities classes.

19. Write business memoranda about school or community affairs.

20. Research what the world was like on the day you were born. As preparation, brainstorm interesting questions and discuss possible ways of finding answers. Also discuss possible ways of reporting results.

21. As a variation of the above, research what the world was like on the day one of your parents or grandparents was born.

It is important that the students have a real audience for their writing. Many of the assignments, such as walking or biking tours, could be duplicated for distribution through the local library or tourist information booth. Writing can be displayed not only in the classroom, but also in the school library. Some displays may be welcomed by the community library, senior centers, and the like.

Some helpful books on teaching composition are:

Hawley, Robert C., and Isabel L. Hawley, Writing for the Fun of It, Amherst, Mass., ERA Press, 1974.

Hillocks, George Jr., "Observing and Writing", Urbana, National Council of Teachers of English, 1975.

Macrorie, Ken, Uptaught, New York, Hayden Book Co., 1970.

Moffett, James, A Student-Centered Language Arts Curriculum, Grades K-13: A Handbook for Teachers, Boston, Houghton Mifflin Company, 1968.

Murray, Donald M., A Writer Teaches Writing, Boston, Houghton Mifflin Co., 1968.

Simon, Sidney B., Robert C. Hawley, and David D. Britton, Composition for Personal Growth: Values Clarification Through Writing, New York, Hart Publishing Co., 1973.

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